

# Shoshone Jt District #312

Lincoln County 409 N Apple St, Shoshone, ID 83352 Phone: (208) 886-2338 Fax: (208) 886-2038 Melvin W. Wiseman, Superintendent

| District Characteristics 2005-06 |     |   |        |
|----------------------------------|-----|---|--------|
| Fall Enrollment                  | 569 | Special Education:                                  |        |
| Average Daily Attendance         | 539 | Special Education Students                          | 53     |
| State Ranking Per ADA            | 66  | Gifted and Talented Students                        | 33     |
| Number of Schools (sites):       |     | Number of LEP Students**                            | 137    |
| Elementary                       | 1   | National School Lunch Program:                      |        |
| Secondary                        | 2   | Average Daily Participation                         | 375    |
| Number of Accredited Schools:    |     | Free and Reduced Meals                              | 341    |
| Approved                         | 3   | Lunch Price - Elementary                            | \$1.50 |
| Approved with Merit              | 0   | Lunch Price - Secondary                             | \$1.65 |
| Approved with Warning            | 0   | Pupil Transportation Program:                       |        |
| Not Approved                     | 0   | Average Daily Ridership 2004-05                     | 279    |
| High School Diplomas Regular     | 30  | District Owned Operation                            |        |
| Other Completions*               | 0   | * Certificates of Completion issued by the district |        |
| Graduation Completion Rate       | 97% | ** Limited English Proficient (LEP)                 |        |

## Highlights

A facility study to consider options for the use of current facilities and potential for land or facilities acquisition as the student enrollment continues to grow has been completed. Instructional emphasis has been given for ESL, nonproficient learners and students in need of credit recovery. Support has come from a variety of efforts: individual and small group tutoring, creating specialized class offerings, after school study tutoring and support. A districtwide decision making process for reading and intervention curriculum has taken place this spring. In-service in the upcoming year will support the curriculum and teaching strategies.

| Student               | Profiles       |                 | Ethnici                  | ty              |    |
|-----------------------|----------------|-----------------|--------------------------|-----------------|----|
| Race                  | Male           | Fer             | nale                     | Total           |    |
| White                 | 31.79          | 9%              | 30.40%                   | 62.1            | 9% |
| Black                 | 0.18           | 8%              | 2.99%                    | 3.1             | 7% |
| Hispanic              | 16.8           | 7%              | 16.70%                   | 33.5            | 7% |
| Nat. Amer.            | 0.18           | 8%              | 0.53%                    | 0.7             |    |
| Asian/Pac             | 0.18           |                 | 0.18%                    | 0.3             |    |
| Total                 | 49.2           | 0%              | 50.80%                   | 100.0           | 0% |
| 20% -<br>15% -        |                |                 |                          |                 |    |
|                       |                |                 |                          |                 |    |
| 10% -                 |                |                 | <b>%90</b> :             | 9               |    |
| 10% -<br>5% -         | %00°C          | %00°C           | 0.00%                    | 2.63%           |    |
| 10% -<br>5% -<br>0% - | %00.0          | 0.00%<br>0.00%  | 0.00%                    | ö               |    |
| 10% -<br>5% -         | %00.0<br>Gr. 9 | %00.0<br>Gr. 10 | %90.9<br>%00.0<br>Gr. 11 | %59.7<br>Gr. 12 |    |
| 10% -<br>5% -<br>0% - |                |                 | 0.00%                    | ö               |    |

# **Progress Towards Meeting Goals**

# 2005-06 Goals Progress Completion of the Continuous Improvement Plan (CIP) and AYP Intervention Plant Create school-wide Reading Program Spring meeting have lead to decisions about Reading core and intervention curriculum. Staff in-service for the upcoming year will support.

Address student needs that are non-proficient on spring ISAT scores

Address student needs for credit deficiency at the high school level.

Create a plan for future of facilities.

Scheduling adjustments are being made for the upcoming year to offer extended time and intervention classes for students of need.

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Facility studies have been completed. Decision making process for the school and community is in progress.

|                    | M & O Fund                            | %            | All Funds   | %         |
|--------------------|---------------------------------------|--------------|-------------|-----------|
| Revenues:          | · · · · · · · · · · · · · · · · · · · | _            |             |           |
| Local Taxes        | \$635,735                             | 18.34%       | \$959,387   | 22.01%    |
| Other Sources      | 52,188                                | 1.51%        | 141,885     | 3.25%     |
| State              | 2,777,926                             | 80.15%       | 2,869,273   | 65.81%    |
| Federal            | 0                                     | 0.00%        | 389,172     | 8.93%     |
| Total              | \$3,465,849                           | 100.00%      | \$4,359,717 | 100.00%   |
| Supplemental Infor | mation                                |              |             |           |
| Property and Agric | ultural Equipment Re                  | placement Ta | xes         | \$163,835 |
| Lottery Revenues.  |                                       |              |             | \$18,37   |
| Technology Grant   |                                       |              |             | \$36.189  |

| <u>Total</u> | <u>%</u>   | <u>ADA</u>  | Rank   |
|--------------|--|---|--|
| \$2,028,896  | 61.72%   |   |  |
| 1,258,320    | 38.28%   |   |  |
|              | 0.00%  |   |  |
| \$3,287,216  | 100.00%  | \$6,097   | 76   |
| \$6,353,648  | 100.00%  | \$11,785  | 28   |
| <u>Total</u> | Per ADA  | Rank  |  |
|              | \$237,273  |   |  |
| 0.002479306  |  | 104   |  |
|              | \$2,028,896<br>1,258,320<br>\$3,287,216<br>\$6,353,648 | \$2,028,896 61.72%<br>1,258,320 38.28%<br>0.00%<br>\$3,287,216 100.00%<br>\$6,353,648 100.00% | \$2,028,896 61.72%<br>1,258,320 38.28%<br>0.00%<br>\$3,287,216 100.00% \$6,097<br>\$6,353,648 100.00% \$11,785 |

| Staff Data 2005-06        |            |            |                                     |          |      |
|---------------------------|------------|------------|-------------------------------------|----------|------|
| Personnel:                | <u>FTE</u> | ADA To FTE | Teachers Salaries:                  |          | Rank |
| Elementary Teachers       | 17.50      | 18         | Beginning Salary on Schedule        | \$27,500 |      |
| Secondary Teachers        | 16.50      | 14         | Highest Salary on Schedule          | \$46,714 |      |
| Administrators            | 3.00       | 180        | Average Elementary Teacher's Salary | \$41,036 | 48   |
| Other Certified Staff     | 5.20       | 104        | Average Secondary Teacher's Salary  | \$39,599 | 96   |
| Total Certified Staff     | 42.20      | 13         | Superintendent's Salary             | \$77,845 | 68   |
| Total Non-Certified Staff | 15.50      | 35         | •                                   | . ,      |      |

Note: Rank represents how this district compares to the other public school districts in the State of Idaho; high to low (1 being the highest).

is included in district and state totals

## Adequate Yearly Progress and Assessment : 2005-06

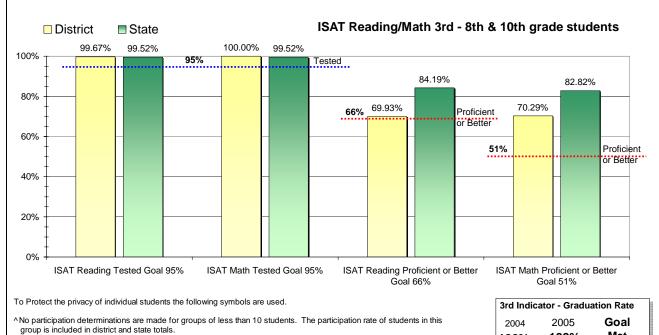
Did Shoshone Jt District make Adequate yearly progress for 2005-06?

Percent of the 41 targets that Shoshone Jt District made: 87.8%

The goal in our nation is for all students in grades 3 through 8 and 10 to be proficient in reading and math by the spring of 2014. Idaho uses the Idaho Standards Achievement Test (ISAT) and the Idaho Alternate Assessment (IAA) to measure proficiency. This report shows the percentage of students who met state goals for proficiency in reading and math.

More Information is available at: <a href="http://www.sde.state.id.us/admin/ayp05/default.asp">http://www.sde.state.id.us/admin/ayp05/default.asp</a>

~ No proficiency determinations are made for groups of less than 34 students. The proficiency level of students in this group



100%

100%

Met